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ABSTRACT

Content Analysis of Textbooks for Black Students, Grades 1-3, a program for teachers of the first- through third-grades, was developed by the Far West Laboratory. The overall objective of the course is to develop teacher's skills in analyzing textbooks in terms of their appropriateness for Black pupils. Data collected during an operational field test revealed that the course is effective in (1) increasing teachers' awareness of the need to analyze textbooks, and (2) bringing about an improvement in their ability to perform the analysis. (Author)

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Evaluation of an Instructional Program in Training Teachers to Analyze Educational Materials for Possible Racial Bias

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INTRODUCTION

A number of teachers were trained to analyze educational materials for possible racial bias via Content Analysis of Textbooks for Black Students, Grades 1-3 (hereafter referred to as Content Analysis). This is a self-instructional program for teachers of the first through third grades, developed by the Far West Laboratory for Educational Research and Development.

The overall objective of the course is to develop teachers' skills in analyzing textbooks in terms of their appropriateness for Black students with a view toward correcting racial bias. The course materials present eight analysis techniques which teachers are afforded practice in using. These techniques and the course objectives are listed on pages 8-9 and pages 28-29 of this report, respectively.

Some of the techniques are based on the results of a study performed by a select committee of the Cadwalader School's Parent-Teacher Association (Walton, 1969).

The main purpose of the research reported here was to determine through an operational field test whether Content Analysis would achieve its performance objectives when used by school districts without

assistance from Far West Laboratory personnel. Specifically, we wanted to determine whether teachers who have completed Content Analysis would make (1) an increase in their awareness of the need to analyze textbooks for Black primary school students, and (2) an improvement in their ability to perform the analysis.

Another important goal of the research was to ascertain whether the geographic location of teachers was related to their (1) awareness of the need to analyze textbooks for Black school students, (2) ability to perform the analysis, and (3) reactions to the course.

It should be mentioned that a possible relationship between the variables listed below was not explored in this study because the results of the Main Field Test of Content Analysis indicated that none existed (Banks, 1971).

1. Awareness of the need to analyze textbooks and ability to perform the analysis.
2. Awareness of the need to analyze textbooks and teacher's (a) chronological age, (b) teaching experience, and (c) racial background
3. Ability to perform the analysis and teacher's (a) chronological age, (b) teaching experience, and (c) racial background.
4. Race of teacher and reactions to the course.

METHOD

Sample

A total of 79 primary (grades 1-3) school teachers, including twenty Blacks and fifty-nine non-Blacks, in five school districts took Content Analysis. The school districts involved were: Dallas, Texas; Baton Rouge, Louisiana; East Lansing, Michigan; University City, Missouri; and Waterloo, Iowa. Within each school district a course coordinator was identified. The duties of the coordinator included recruiting teachers to take the course and administering the course.

A separate control group, composed of teachers from the same school districts, was not used in the present investigation because the results of the field test cited in the Introduction indicated unequivocally that changes observed from precourse to postcourse testing could not be attributed to factors other than the course.

Data Source [1]

The following verbal data collection instruments were used in connection with this study:

1. Inventory -- Designed to measure teachers' ability to analyze a textbook for Black primary school students or more specifically, whether teachers would and could use the course-sponsored techniques in the analysis of a textbook. The inventory consisted of an evaluation form (with attached instructions) for analyzing the textbook. Teachers were instructed, in part, to (a) list techniques for analyzing the textbook, (b) apply their techniques to the textbook, and (c) state their conclusions concerning the degree of adequacy or inadequacy of the textbook based on each of their listed techniques.

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[1] A copy of the instruments may be obtained by writing to the author.

2. Questionnaire -- The questionnaire was designed to assess teachers' awareness of the need to analyze textbooks for Black primary school students. It consisted of fifteen homogeneous items pertaining to characters in textbooks, textbooks, content of the curriculum, etc. Teachers responded to each item on a six point continuum ranging from strongly agree (+3) to strongly disagree (-3).

Scoring weights were assigned to responses according to the following scheme: On those items where the correct response was a strong agreement, a strong agreement was scored six (6) points, an agreement five (5) points, a slight agreement four (4) points, a slight disagreement three (3) points, a disagreement two (2) points, and a strong disagreement one (1) point. The items requiring a strong disagreement were scored in a similar manner. Namely, a strong disagreement six (6) points, a disagreement five (5) points, a slight disagreement four (4) points, a slight agreement three (3) points, an agreement two (2) points, and a strong agreement one (1) point. Each item on the questionnaire was scored individually then summed to obtain a total test score.

3. Post-Course Questionnaire -- This instrument was designed to elicit teachers' reactions to the course. It consisted of a total of 10 incomplete statements referring to the content of the course and teachers comparison of the course to their other educational experiences. Teachers were asked to complete the 10 statements by placing an "X" in the blank space below each statement which best described their sentiment.

Procedure

Each teacher was tested before and after the course. This was done to determine the effect of the course on teachers' (1) awareness of the need to analyze textbooks for Black primary school students and (2) ability to analyze an assigned textbook for these students.

One week prior to the start of the course and one week after the course had concluded, the course coordinator in Dallas, Baton Rouge, East Lansing, and University City requested his teachers to (1) complete

the Questionnaire and (2) analyze (using the Inventory) a textbook for Black primary school students. Whereas the Questionnaire was group administered, the Inventory was given in the form of a take-home test. The textbook that teachers analyzed before the course was All Through The Year and the one they analyzed after the course was Adventures In The City. Copies of both of these textbooks were furnished by the Laboratory representative conducting the field test with the cooperation of the Oakland Public Schools. The two textbooks were chosen so as to be equivalent in terms of their representation of Black people, an important point to consider in evaluating pre-post changes in the teachers' ability to analyze an assigned textbook as presented in the Results section.

The course coordinator in Waterloo also administered the Questionnaire to his teachers before and after the course, but was informed to skip having his teachers complete the Inventory. This was because we ran out of copies of the textbooks, which were issued to school districts on a first-come first-served basis. Of course, we could have instructed the coordinator in Waterloo to have his teachers analyze any two textbooks that were available. But we felt that to insure comparable data across groups, all teachers should analyze the same two textbooks.

In addition to completing the Questionnaire and the Inventory during the week following the course, teachers in all five groups were asked to complete the Post-Course Questionnaire.

RESULTS

Awareness of the Need to Analyze Textbooks for Black Primary School Students

Table 1 presents the precourse and postcourse mean and standard deviation for each group of teachers with respect to total score on the questionnaire. A comparison of these data for each group of teachers via the t-test for related measures indicated that teachers in all groups made statistically significant improvement, with the exception of those from University City.

Based on follow-up comparison between pre-post mean gain score for each group of teachers using Scheffe's contrasts, we can make these conclusions:

1. Teachers from Dallas and Waterloo made larger gains than those from University City.
2. No significant differences exist among the remaining groups.

TABLE 1

AWARENESS OF THE NEED TO ANALYZE TEXTBOOKS

FOR BLACK PRIMARY SCHOOL STUDENTS

Group	N	Pre-course $\bar{x}$	Pre-course S.D.	Post-course $\bar{x}$	Post-course S.D.
Dallas	11	55.27	8.64	68.27	10.61
Baton Rouge	27	61.56	8.72	67.26	9.47
East Lansing	10	65.50	13.01	73.60	13.10
University City	10	63.50	7.40	63.30	7.45
Waterloo	21	61.29	9.85	69.76	10.20

Ability to Analyze an Assigned Textbook for Black Primary School Students

Prior to the scoring of the inventories, the Laboratory coordinator of the operational field test analyzed (using the techniques of the course) the same textbooks that teachers analyzed before and after the course. These analyses constituted the standard for determining the degree to which teachers had analyzed the textbooks correctly.

In order to make this determination, ability to analyze an assigned textbook for Black primary school students was defined as citing the (1) eight techniques of the course and their categories, if any, for analyzing textbooks and (2) correct conclusion concerning the degree of adequacy or inadequacy of the textbook based on each of the techniques. Each teacher's pre-course and post-course inventory was then scored by two independent judges. To prevent the scoring of the judges from being biased, a "double-blind" technique was imposed. That is, judges did not have knowledge of the identity of teachers nor the pre-course and post-course inventories.

Judges were instructed to give teachers:

I. Two points for each of the following course techniques they listed, with the exception of technique number 6.
   1. Determine if there is an adequate percentage of illustrations which include Black people.
   2. Determine whether there is an adequate percent of illustrations which depict Black people as key figures.
   3. Determine whether Black families in illustrations are stereotyped.

4. Determine whether both Black male and female adults in illustrations are stereotyped in terms of occupations.
5. Determine whether the illustrations depict both Black male and female adults in various community roles.
6. Determine whether the textbook informs children of racial prejudice and discrimination against Black people.
7. Determine whether textbook contains information about Africa.
8. Determine whether textbook reflects a variety of the contributions made by Black Americans to their community and to the United States.

II. One point for each category of the following corresponding techniques they listed:

Categories for technique number 1

A. pictures with people

B. pictures with Black people

Categories for technique number 2

A. central

B. non-central

Categories for technique number 3

A. nuclear

B. matriarchal

C. patriarchal

D. extended matriarchal

Categories for technique number 4

A. administrators

B. professionals

C. non-professionals

D. miscellaneous

Categories for technique number 5

A. tutors

B. freedom school teachers

C. legal assistants

D. medical assistants

Categories for technique number 7

A. west African kingdoms

B. contemporary Africa

Categories for technique number 8

A. community-oriented

B. nationally-famous

III. A plus (+) for listing technique number 6, and a minus (-) for failure to do so.

IV. A plus (+) for each correct conclusion relative to each technique and a minus (-) for each incorrect or lack of a conclusion.

The points teachers received from (I) and (II) above were then summed to obtain a total pre-course and post-course score for each teacher on citing each of the seven techniques and the corresponding categories.

For example, if teacher A listed technique numbers 1, 2, 3, 4, 5, 7, and 8 and all categories of these techniques on the inventory administered before the course, his pre-course scores would be: citing technique number 1 and categories of the technique - 4 points, citing technique 2 and categories of the technique - 4 points, etc.

On the other hand, the minus and plus signs teachers received from (III) and (IV) above were not assigned numerical value, but used only to represent absence and presence of variables, respectively. Although the procedures described for handling the data may appear complicated, it is interesting to note that agreement between judges concerning teachers' scores and absence and presence of variables was 100%, thus indicating that these data could be used in subsequent analyses.

In order to ascertain whether or not the course influenced teachers' (1) use of the eight techniques together with their corresponding categories which were established for analyzing textbooks and (2) ability to form the correct conclusions concerning the degree of adequacy of the textbook based on each of the techniques, pre-course and post-course descriptive statistics for each group of teachers on these 16 variables were computed, as shown in Table 2.

Statistical analyses performed on the data in Table 2 revealed that:

1. Each group of teachers made significant improvement (from pre-course to post-course) in their use of each of the techniques and corresponding categories for analyzing textbooks, and in their ability to form the correct conclusions concerning the adequacy of the textbook based on each of the techniques.

2. All groups of teachers were in total agreement regarding their failure to cite the techniques, categories of the techniques, or correct conclusions prior to experiencing the course.

3. Geographic location of teachers and ability to analyze an assigned textbook for Black primary school students as measured were unrelated phenomena.

TABLE 2

ABILITY TO ANALYZE AN ASSIGNED TEXTBOOK

FOR BLACK PRIMARY SCHOOL STUDENTS

1. Citing technique number 1 and categories of the technique

Group	N	Pre-course $\bar{x}$	Pre-course S.D.	Post-course $\bar{x}$	Post-course S.D.
Dallas	11	0.00	0.00	3.00	1.61
Baton Rouge	27	0.00	0.00	3.41	1.22
East Lansing	10	0.00	0.00	2.80	1.69
University City	10	0.00	0.00	2.80	1.62

A. Citing conclusion concerning the degree of adequacy of the textbook based on technique number 1

Group	N	Pre-course +	Pre-course -	Post-course +	Post-course -
Dallas	11	0	11	7	4
Baton Rouge	27	0	27	23	4
East Lansing	10	0	10	8	2
University City	10	0	10	8	2

2. Citing technique number 2 and categories of the technique

Group	N	Pre-course $\bar{x}$	Pre-course S.D.	Post-course $\bar{x}$	Post-course S.D.
Dallas	11	0.00	0.00	2.73	1.85
Baton Rouge	27	0.00	0.00	3.07	1.49
East Lansing	10	0.00	0.00	2.70	1.64
University City	10	0.00	0.00	2.80	1.55

A. Citing conclusion concerning the degree of adequacy of the textbook based on technique number 2

Group	N	Pre-course +	Pre-course -	Post-course +	Post-course -
Dallas	11	0	11	6	5
Baton Rouge	27	0	27	21	6
East Lansing	10	0	10	7	3
University City	10	0	10	8	2

3. Citing technique number 3 and categories of the technique

Group	N	Pre-course $\bar{x}$	Pre-course S.D.	Post-course $\bar{x}$	Post-course S.D.
Dallas	11	0.00	0.00	4.73	2.24
Baton Rouge	27	0.00	0.00	5.07	1.64
East Lansing	10	0.00	0.00	4.20	2.90
University City	10	0.00	0.00	4.00	2.49

A. Citing conclusion concerning the degree of adequacy of the textbook based on technique number 3

Group	N	Pre-course +	Pre-course -	Post-course +	Post-course -
Dallas	11	0	11	5	6
Baton Rouge	27	0	27	23	4
East Lansing	10	0	10	7	3
University City	10	0	10	8	2

4. Citing technique number 4 and categories of the technique

Group	N	Pre-course $\bar{x}$	Pre-course S.D.	Post-course $\bar{x}$	Post-course S.D.
Dallas	11	0.00	0.00	4.18	2.48
Baton Rouge	27	0.00	0.00	3.59	2.48
East Lansing	10	0.00	0.00	4.40	2.46
University City	10	0.00	0.00	3.90	2.51

A. Citing conclusion concerning the degree of adequacy of the textbook based on technique number 4

Group	N	Pre-course +	Pre-course -	Post-course +	Post-course -
Dallas	11	0	11	7	4
Baton Rouge	27	0	27	18	9
East Lansing	10	0	10	8	2
University City	10	0	10	8	2

5. Citing technique number 5 and categories of the technique

Group	N	Pre-course $\bar{x}$	Pre-course S.D.	Post-course $\bar{x}$	Post-course S.D.
Dallas	11	0.00	0.00	3.36	2.58
Baton Rouge	27	0.00	0.00	4.59	1.93
East Lansing	10	0.00	0.00	4.50	2.46
University City	10	0.00	0.00	3.30	2.58

A. Citing conclusion concerning the degree of adequacy of the textbook based on technique number 5

Group	N	Pre-course +	Pre-course -	Post-course +	Post-course -
Dallas	11	0	11	6	5
Baton Rouge	27	0	27	22	5
East Lansing	10	0	10	8	2
University City	10	0	10	8	2

6. Citing technique number 6

Group	N	Pre-course +	Pre-course -	Post-course +	Post-course -
Dallas	11	0	11	9	2
Baton Rouge	27	0	27	22	5
East Lansing	10	0	10	7	3
University City	10	0	10	8	2

A. Citing conclusion concerning the degree of adequacy of the textbook based on technique number 6

Group	N	Pre-course +	Pre-course -	Post-course +	Post-course -
Dallas	11	0	11	9	2
Baton Rouge	27	0	27	22	5
East Lansing	10	0	10	7	3
University City	10	0	10	8	2

7. Citing technique number 7 and categories of the technique

Group	N	Pre-course $\bar{x}$	Pre-course S.D.	Post-course $\bar{x}$	Post-course S.D.
Dallas	11	0.00	0.00	2.18	1.40
Baton Rouge	27	0.00	0.00	2.63	1.50
East Lansing	10	0.00	0.00	2.20	1.75
University City	10	0.00	0.00	2.50	1.58

A. Citing conclusion concerning the degree of adequacy of the textbook based on technique number 7

Group	N	Pre-course +	Pre-course -	Post-course +	Post-course -
Dallas	11	0	11	8	3
Baton Rouge	27	0	27	22	5
East Lansing	10	0	10	7	3
University City	10	0	10	7	3

8. Citing technique number 8 and categories of the technique

Group	N	Pre-course $\bar{x}$	Pre-course S.D.	Post-course $\bar{x}$	Post-course S.D.
Dallas	11	0.00	0.00	2.73	1.56
Baton Rouge	27	0.00	0.00	2.63	1.60
East Lansing	10	0.00	0.00	2.00	1.63
University City	10	0.00	0.00	2.80	1.62

A. Citing conclusion concerning the degree of adequacy of the textbook based on technique number 8

Group	N	Pre-course +	Pre-course -	Post-course +	Post-course -
Dallas	11	0	11	9	2
Baton Rouge	27	0	27	21	6
East Lansing	10	0	10	7	3
University City	10	0	10	8	2

Reactions To The Course

The responses of teachers from Dallas, Baton Rouge, East Lansing, Waterloo, and University City to the 10 statements comprising the Post-Course Questionnaire were tabulated, as shown in Table 3. To determine whether these groups differed in their reactions to the course, the response categories for each statement were dichotomized according to the following scheme:

* The categories "very worthwhile" and "worthwhile" for item number 1 were classified "Favorable" and the remaining category "not worthwhile" was classified "Unfavorable."

* The category "increased my awareness" for item number 2 was classified "Favorable" and the remaining categories "had no effect on my awareness" and "decreased my awareness" were classified "Unfavorable."

* The categories "highly motivated me to take the course" and "motivated me to take the course" for item number 3 were classified "Favorable" and the remaining category "did not motivate me to take the course" was classified "Unfavorable."

* The categories "much better than," "better than," and "equal to" for item number 4 were classified "Favorable" and the remaining categories "worse than" and "much worse than" were classified "Unfavorable."

* The categories "much better than," "better than," and "equal to" for item number 5 were classified "Favorable" and the remaining categories "worse than" and "much worse than" were classified "Unfavorable."

* The category "more courses of this nature" for item number 6 was classified "Favorable" and the remaining categories "less courses of this nature" and "no more courses of this nature" were classified "Unfavorable."

* The categories "integrated schools," "predominantly white schools," and "predominantly Black schools" for item number 7 were classified "Unfavorable" and the remaining category "all schools" was classified "Favorable."

* The categories "highly recommend the course" and "recommend the course" for item number 8 were classified "Favorable" and the remaining categories "recommend the course with reservations" and "not recommend the course" were classified "Unfavorable."

* The categories "very comprehensively" and "comprehensively" for item number 9 were classified "Favorable" and the remaining categories "incomprehensively" and "very incomprehensively" were classified "Unfavorable."

* The categories "all of the criteria established by the course" and "some of the criteria established by the course" for item number 10 were classified "Favorable" and the remaining category "none of the criteria established by the course" was classified "Unfavorable."

A contingency table was used to tally the frequency of "Favorable" and "Unfavorable" responses for each group of teachers toward each item on the Post-Course Questionnaire. It was originally planned to apply Chi-Square to these data in order to ascertain whether teachers from different school districts responded differently to each item on the questionnaire. But a preliminary analysis indicated that the results of such an analysis would be meaningless. This was because many of the expected frequencies were too small.

An attempt to no avail was made to increase the expected frequencies in the various cells appreciably by pooling items on the questionnaire. Therefore, the decision was made to forego testing the relationship between location of teachers and reaction to the course. Following this decision, the responses for all groups were pooled. The Chi-Square statistic was then used to determine whether teachers' reactions were generally "Favorable" or "Unfavorable" with respect to each of the 10 items. The results of this analysis led to the conclusion that teachers (regardless of place of residence) were favorable to the course.

TABLE 3

POST-COURSE QUESTIONNAIRE

1. The criteria established by the course for analyzing textbooks were:

Response	Dallas	Baton Rouge	East Lansing	Waterloo	University City
very worthwhile	10	15	7	18	10
worthwhile	1	11	3	3	0
Not worthwhile	0	1	0	0	0

2. In terms of an awareness of the need to analyze textbooks for Black primary school children, the course:

Response	Dallas	Baton Rouge	East Lansing	Waterloo	University City
increased my awareness	11	27	10	21	10
had no effect on my awareness	0	0	0	0	0
decreased my awareness	0	0	0	0	0

3. The overview slide presentation of the course:

Response	Dallas	Baton Rouge	East Lansing	Waterloo*	University City
highly motivated me to take the course	1	6	2		8
motivated me to take the course	7	15	5		2
did not motivate me to take the course	3	6	3		0

*The course coordinator neglected to show his teachers the Overview Slide Presentation.

TABLE 3 (cont'd)

4. In comparison to my other inservice educational experiences, the course was:

Response	Dallas	Baton Rouge	East Lansing	Waterloo	University City
much better than	2	2	4	12	8
better than	4	4	4	5	0
equal to	5	20	2	4	2
worse than	0	1	0	0	0
much worse than	0	0	0	0	0

5. In comparison to my preservice (college) courses, the course was:

Response	Dallas	Baton Rouge	East Lansing	Waterloo	University City
much better than	5	7	8	12	8
better than	2	8	1	7	0
equal to	4	10	1	2	2
worse than	0	2	0	0	0
much worse than	0	0	0	0	0

6. I would like to have:

Response	Dallas	Baton Rouge	East Lansing	Waterloo	University City
more courses of this nature	11	21	10	21	10
less courses of this nature	0	1	0	0	0
no more courses of this nature	0	5	0	0	0

TABLE 3 (cont'd)

7. The course is valuable for teachers in:

Response	Dallas	Baton Rouge	East Lansing	Waterloo	University City
integrated schools	1	3	0	1	1
predominantly white schools	0	0	0	0	0
predominantly Black schools	2	0	0	0	0
all schools	8	24	10	20	9

8. To other teachers in my school, I would:

Response	Dallas	Baton Rouge	East Lansing	Waterloo	University City
highly recommend the course	5	13	8	17	9
recommend the course	6	12	2	4	0
recommend the course with reservations	0	2	0	0	1
not recommend the course	0	0	0	0	0

9. The course treated its subject matter:

Response	Dallas	Baton Rouge	East Lansing	Waterloo	University City
very comprehensively	5	7	7	7	9
comprehensively	6	17	3	14	1
incomprehensively	0	3	0	0	0
very incomprehensively	0	0	0	0	0

TABLE 3 (cont'd)

10. In future analysis and selection of textbooks I would use:

Response	Dallas	Baton Rouge	East Lansing	Waterloo	University City
all of the criteria established by the course	4	12	7	15	7
some of the criteria established by the course	7	15	3	6	3
none of the criteria established by the course	0	0	0	0	0

CONCLUSIONS

The main objectives of Content Analysis are to increase teachers' awareness of the need to analyze textbooks for Black primary school students and to provide them with techniques for performing the analysis. Based on the results of the operational field test, it is concluded that the course does indeed accomplish these objectives. On the questionnaire measure, the pooled groups of Dallas, Baton Rouge, East Lansing, University City, and Waterloo teachers gained 6.1 points, from 61.4 to 67.5, with 84% of the teachers showing improvement.

The pooled groups of teachers from Dallas, Baton Rouge, East Lansing, and University City made dramatic increases in their:

1. Use of each of the eight course-sponsored techniques and corresponding categories for analyzing textbooks.
2. Ability to form the correct conclusion concerning the degree of adequacy of a textbook based on each of the techniques.

For example, these teachers went from a mean score of 0.00 to a mean score of 3.12 (with a 4.00 possible) with respect to their use of technique number 1 and categories of the technique. In addition, they went from 0.0% to 79% with regard to citing the correct conclusion concerning the degree of adequacy or inadequacy of the assigned textbook for Black primary school students based on technique number 1.

The results of the operational field test also warrant the conclusion that residence of teachers is independent of ability to analyze an assigned textbook for Black primary school children as this variable was measured in the present study. On the other hand, the region of

the country in which teachers reside appears to be a factor not only in whether the course makes teachers more aware of the need to analyze textbooks, but in the amount of increase in teachers' awareness as well. Further research controlling for the course coordinator is needed in order to reach a definitive conclusion as to the effects of the course upon the awareness of the need to analyze textbooks for Black primary school children of teachers from diverse geographical areas.

Finally, the field test data point out that teachers reactions to the course were generally favorable.

EDUCATIONAL IMPORTANCE OF THE STUDY

The significance of this study for education is in its focus on teacher training to provide for rectification of the deplorable treatment of Black people in textbooks which can lead to:

1. an increase in the self-concept of both White and Black students (Georgeoff, 1967 and 1968).
2. a positive change in White students' attitudes toward Black people (Litcher and Johnson, 1969 and Thompson, 1969).
3. an increase in verbal reading competency among Black students (Whipple, 1963).

The study is also important in that the test data support the use of Content Analysis (1) to make teachers more aware of the need to analyze textbooks for Black primary school pupils and (2) to teach critical instructional techniques for performing the analysis. Each of the techniques included in the course was based upon a critical review of research in the area of evaluating textbooks from the standpoint of racial bias. Since teachers did not demonstrate the techniques on the inventory administered prior to the course, training appears to be necessary.

Content Analysis was proven effective in increasing the awareness of teachers in four out of five school districts and in improving the ability of teachers in all school districts where data were collected on this variable. Furthermore, teachers' reactions to the course were generally favorable. Therefore, it is recommended that the training be offered to teachers in a wide range of school districts.

COURSE AND LESSON OBJECTIVES

Course Objectives:

1. To increase teachers' awareness of the need to analyze textbooks for Black primary school pupils.

2. To develop teachers' skills in analyzing textbooks in terms of their appropriateness for Black children with a view toward correcting racial bias.

LESSON ONE: ILLUSTRATIONS

Objectives:

1. To sensitize teachers to the need for students to see Black persons portrayed in textbook illustrations.

2. To develop analysis skills that can be used to determine whether the Black community is adequately represented in textbook illustrations.

LESSON TWO: ROLE MODELS

Objectives

1. To increase the teacher's sensitivity to the effects of stereotyping role models.

2. To build analysis skills in detecting stereotyping.

LESSON THREE: THE BLACK EXPERIENCE

Objectives:

1. To increase the awareness of the teacher to the Black experience and the need for textbooks to realistically reflect this experience.

2. To increase analysis skills in determining whether the Black experience is adequately represented in textbooks for specific subject areas.

LESSON FOUR: SUPPLEMENTARY MATERIALS AND METHODS

Objectives:

1. To build teacher awareness of available supplementary materials.

2. To provide ideas for incorporating supplementary materials in various subject areas.

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